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POLITICAL, SOCIOLOGICAL AND MILITARY AFFAIRS

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EAST EUROPE REPORT

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CONTENTS

GERMAN DEMOCRATIC REPUBLIC

May 1982 Issue of SED Theoretical Journal Reviewed (Hans-Joachim Braune; NEUES DEUTSCHLAND, 5 May 82)	1
Young Generation's Own 'Particular Developmental Path' Stressed (Klaus Boettcher; EINHEIT, May 82)	2
Summaries of Other Major 'EINHEIT' Articles (EINHEIT, May 82)	11

POLAND

PZPR Szczecin First Secretary Miskiewicz Interviewed (Stanislaw Miskiewicz Interview; SZTANDAR MLODYCH, 23 Jun 82)	15
Socio-Political Problems of Academic Community Discussed (Stanislaw Lojewski; ZYCIE PARTII, 26 May 82)	18
Press Discussion of Illegal Youth Groups Noted (GLOS NAUCZYCIELSKI, 13 Jun 82; ZYCIE WARSZAWY, 11 Jun 82)	23
Various Organizations Discussed, by Wlodzimierz Syzdek Radom Group Treated Leniently	
Educators Speak on 1982 Secondary School Graduates (Zofia Dorywalska; TRYBUNA LUDU, 16 Jun 82)	30
Minister Miskiewicz Discusses Higher Education (Benon Miskiewicz Interview; TRYBUNA LUDU, 18 Jun 82)	33
Rural Youth Union Vice Chairman Interviewed (Stanislaw Krotoszynski; TRYBUNA LUDU, 14 Jun 82)	37

Work on Teacher's Charter Executive Acts Updated
(GLOS NAUCZYCIELSKI, 30 May 82) 41

Press Conferences Highlight Youth, Education
(SZTANDAR MŁODYCH, 23, 24 Jun 82) 43

Higher Education Minister Miskiewicz
Ministers Ciosek, Jablonski, by Jerzy Oseka

YUGOSLAVIA

Briefs

Foreign Citizenship 48
'Protests, Privileges' In Army 48

GERMAN DEMOCRATIC REPUBLIC

MAY 1982 ISSUE OF SED THEORETICAL JOURNAL REVIEWED

East Berlin NEUES DEUTSCHLAND in German 5 May 82 p 4

[Hans-Joachim Braune review of East Berlin EINHEIT in German Vol 37, No 5, May 1982, signed to press 14 April 1982, pp 449-560: "Clear Position and Creativeness." Translations and/or summaries of articles by authors cited below as well as by others are published in pages following this review]

[Text] "Combines in the Struggle for High Achievements"--that is 'The Topic' of the May issue of EINHEIT. It contains documents from the SED Central Committee seminar for the general directors of our modern economic units and the party organizers of the Central Committee, which took place in Leipzig a month ago. The reader is informed in great detail on how the combines are increasing their contributions toward implementing the decisions of the 10th SED Congress.

"What matters now," Guenter Mittag points out in his keynote statements, "is above all the ideological position on the consistent implementation of the party's decisions. Everywhere it is important to make full use of the possibilities available in the GDR in a creative way. This means in particular, however, that each combine must mobilize its own forces. This means to link the well-prepared and swift introduction of new products with modern technologies which in the spirit of socialist rationalization eliminate jobs and improve the working and living conditions as well as considerably decrease the material and energy expenditure and improve the quality of the products."

The contribution to the discussions from 11 combines of the industry and construction sector illustrate how through science and technology an effectiveness considerably higher than ever before must be guaranteed. Reporting the experiences of the best along the entire line of the intensively expanded reproduction, the combines thus contribute to the achievement of high economic results on a broad scale. Thus the performance competition is given new stimuli. It points the way to the elimination of differences in performance between the combines and enterprises. Herein, it was stated in Leipzig, lies our greatest reserve.

From among the many articles in EINHEIT No 5, 1982, let us recommend particularly those by Hans-Joachim Hoffmann ("Goethe's Work and Legacy") and by Vladimir P. Mozhin ("Siberia and the Far East of the Soviet Union: Problems and Prospects of Development").

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GERMAN DEMOCRATIC REPUBLIC

YOUNG GENERATION'S OWN 'PARTICULAR DEVELOPMENTAL PATH' STRESSED

East Berlin EINHEIT in German Vol 37 No 5, May 82 (signed to press 14 Apr 82)
pp 517-524

[Article by Prof Dr Klaus Boettcher, director, Wilhelm Pieck Youth College:
"Revolutionary Unity of the Generations--Real Socialism's Achievement and Claim"]

[Text] It takes several generations to bring the historic workers class mission to realization. That also determines the party's relationship to youth. How can the party--by paying attention to the specific characteristics of youth--hand on the positions of the revolutionary workers movement from generation to generation, and which claim arises from it on every communist? Which contribution of its own is the youth association making to the all-round strengthening of the socialist fatherland, by cultivating and preserving revolutionary traditions and by its deeds, through the "FDJ Mission 10th Party Congress," forming and consolidating the unity of the generations?

Without youth, there can be no victory for a revolution. The class-bound education of the growing workers' generation and its taking part in party struggle lend elan, energy and always new capacities to the revolutionary movement. Ever since the workers class was formed, its best representatives--like Karl Marx, Friedrich Engels, V. I. Lenin, Karl Liebknecht, Rosa Luxemburg, Ernst Thaelmann, Wilhelm Pieck and other outstanding leaders of the German and international workers movement--have always emphatically underscored that the world historic mission of this class can be brought to realization only through the conscious activity of several generations. "The enlightened sector of the workers class comprehends very well," Karl Marx wrote, "that the future of its class and thus the future of humanity depends completely on the education of the growing generation of workers."¹

Our party members and candidates are dedicated to that noble task and obligation--in socialism relating to all youth. The 10th SED Congress appealed to the young generation in the GDR to appropriate the communists' meaning of life. That call "is becoming more and more the leitmotif of the young generation's thinking and conduct in our country,"² Comrade Erich Honecker said at the third Central Committee session. It is an essential factor in consolidating the revolutionary unity of generations in socialism.

The Roots of the Revolutionary Unity of the Generations

Natural as the succession of generations is, it alone reveals nothing about the relations between them. The key to a dialectical-materialistic understanding of the sequence of generations and the relations between generations lies in material life, mainly in the mode of production. Karl Marx wrote: "History is nothing but a sequence of generations each of which exploits the materials, capital and productive forces handed on by all previous ones, so that it, on the one hand, carries on traditional activity under wholly different circumstances and, on the other hand, modifies the old circumstances by entirely different activity."³ The formation and development of each new generation mainly is a process of appropriating its material and intellectual-cultural legacy, created by preceding generations and handed on throughout an extended period of joint activity to always several subsequent generations for a basis from which to start with critical judgment, creative further development and augmentation.

Mainly the concrete class and production relations are what determines the manner and speed with which the growing generation appropriates the material and intellectual-cultural values, which chances for doing so it obtains from society, what rapport it develops itself with its heritage, how much ability there is in it to recognize and augment its progressive elements that are worthy to be carried on, and how all this is made to serve society's upward development. As each member of a certain generation belongs to one class or stratum or another, and as youth always forms and develops under specific economic and social circumstances, the sequence and relations of generations are not confined to demographic characteristics but are primarily molded by social characteristics and must therefore be looked at from a class-bound position. The revolutionary struggles of the workers class always had young workers taking part in them. Alongside more experienced comrades, they acquired experience and political maturity. Joint class membership and common class goals consolidated the revolutionary unity of these generations.

The bourgeoisie also has always been educating its new generations in the spirit of preserving its capitalist class interests. It does what it can to weaken the unity of generations among working people and enlist all youth in enforcing its governmental objectives by denying, effacing or belittling class conflicts, which certainly do not by-pass the young generation either. Particularly in recent times we have seen how capitalist countries, through sundry theories and opinions about youth movements and the constant protestations by politicians that they want to talk with youth, seek to attenuate the protests from large sectors of young workers and other youth strata against the armaments madness and escalating social insecurity and deter them from the struggle for peace and social progress. With it, nationalistic and anticommunist lines of tradition are being pushed which never did a young generation any good.

A great achievement of socialism has been to have changed fundamentally the relationship between generations--which means that of all classes and strata with the entire young generation. On the basis of the rule of the workers class and its allies, the prevailing material relations, especially the socialist ownership in the means of production and the resulting identity of basic interests of all, the revolutionary unity of generations can form and be reinforced, the interests of society also conforming with the objective interests of youth. Such interests mainly are:

- the interest in living in peace and social safety, being allied with the USSR and the other socialist countries through solid friendship and cooperation, and exercising internationalist and anti-imperialist solidarity with all progressive forces;
- the interest in creating the prerequisites, through tenacious and creative work, occupational skills and a high personal contribution to the protection of socialism, for serving oneself and one's fatherland;
- the interest in taking part in the further development of socialist democracy while assuming a high responsibility for it; and
- the interest in acquiring great knowledge and the treasures of art and culture and constantly further developing as a personality.

Young people can develop all their abilities, capacities and talents in socialist society and bring them fully to bear on social progress and their own benefit. The young generation is a great societal force in our country. It can help shape socialism on the basis of a program that fully conforms with its current and future interests. Its implementation is the principal precondition for further consolidating the revolutionary unity of generations in socialism. "Because our party has a Marxist-Leninist program, issues tasks for our socialist present that conform with the interest of the working people and can be understood by anyone, and points to assured perspectives for the communist future, the youth places confidence in it and is devoted to its policy. That is why it is in the forefront of those who struggle for our policy. Time and time again new fighters evolve from the ranks of the FDJ who take up our party's revolutionary banner and extend and defend the achievements of the struggle of their fathers and mothers."⁴

Our party, which also through its composition in terms of age-groups is the best guarantor for the revolutionary unity of generations in the GDR, always grants great attention and assistance to the socialist youth association. Its, in principle, class-bound approach to all matters concerning the young generation and its consistent orientation to its political-ideological education in the spirit of Marxism-Leninism are the essential causes for the revolutionary continuity in thought and action that continues from generation to generation.

There is no task of overall social rank from which the party would fail to derive some special challenge to youth. With it, it always stresses the responsibility the communists have in making youth aware of the magnitude of its tasks and in enabling it to deal with them. Party members explain to youth how the universal inevitabilities of the socialist revolution and the construction of the new society were applied creatively and which struggles had to be won and still have to be won. The party charges all communists with the high personal responsibility to set an example for youth through their own work, manner of living and moral integrity. That, in particular, also applies to bringing up one's own children.

New qualitative relations among generations are caused by the qualitatively new social relations in socialism but are not generated automatically. They evolve in a historic process under party leadership and must, due also to the incessant influx of new forces, constantly be reinforced and lifted onto a higher level through target-directed political-ideological work. Through a joint responsibility for using and augmenting the available material and intellectual values of socialist

society and the identity of ideological persuasions, mainly toward the joint goal of establishing the communist society, the unity of generations is solidified. A large sector of the older generation has already grown up, like the younger generation, under socialism, went through the school of the socialist youth association, developed socialist norms for mutual cooperation, and solves the tasks assigned jointly.

It would, of course, be wrong to ignore matters and problems that actually exist in consolidating the unity of generations. That has nothing in common with the persistently overworked notion in capitalist countries of the so-called conflict of generations, which they would like to substitute for the class struggle, assigning to it the rank of a "worldwide phenomenon," a "global problem," or a phenomenon of "here and there, East and West." This "generational conflict" actually is but a conflict between large sectors of the young generation and capitalist reality, a society that does not represent the interests of young people.

The problems we have are different in kind. In his note on the "Youth International," V. I. Lenin pointed out: "It often happens that representatives of the generation of the adults and older people do not know how to approach youth properly which is bound to approach socialism in different ways, not in the ways, the forms and the situation in which their elders did."⁵ That is an exceedingly important reminder for working with the growing generation. Certain differences between the older and younger generation are irrefutable. Each passes through its own course of development, has its own historic experiences, conditions and political insights with their strong impact on their personalities, and also pursues its own path toward understanding. These are factors that surely have their influence on certain decisions by any generation. Undoubtedly, specific characteristics of the young generation entail more than differences of opinion about fashions and hair-styles, cultural interests or certain modes of behavior. They are understandable because, after all, youth is a highly dynamic part of society, rejuvenating it constantly. Youth is a time of ripening, of forming one's personality, a time when one seeks answers for especially many questions and makes early and far-reaching decisions, within a few years, that are critical for one's whole life. One has to choose one's occupation, decide on extended service with the NVA, consider starting a family and so forth.

GDR youth has grown up under socialist production relations and for the most part shows much class consciousness, political interest and great trust in SED policy. The degree to which it is politically organized is considerable. More than two-thirds of all young people are FDJ members, one out of three exercising a function there. The educational level has risen noticeably in recent years. Some 85.6 percent of the young people who started vocational training in September 1981 had graduated from 10th grade. That was 15 percent more than in 1970. To want to do something great and surpass previous boundaries is typical, mainly, of youth. We must keep aware of that in our political-ideological work. Without a thorough analysis of the actual developmental status of the young generation and of the matters and problems affecting it, it is hard to help the young people prove their strengths and surpass their boundaries. That includes seeking to understand the motives for their decisions, assisting them comradely and persuasively in correcting their errors, and conveying one's own experiences in such a way that the young people recognize them as good and useful for themselves as for solving present tasks.

Young people especially have many traits that experienced communists and the FDJ will foster as best they can. That includes curiosity, an innovator spirit and a creative zeal in fulfilling ambitious tasks.

Being convinced of its own strength and the ability to become enthusiastic for something fast, and its natural bias and sense of justice, are important factors on which one can build and which one can use for communist education.

Bureaucratism, dull decision-making, routine, and belittling inadequacies in one's work are things young people are most sensitive to. When FDJ members staunchly oppose such defects, this then also expresses a genuine representation of interests. Nor do the party and the youth association ignore that young people also must be helped in making more of some features that among model workers already have become standard procedure, including order, discipline, diligence and accuracy. They also take account of the fact that among a considerable sector of young people there is no sharp perception yet of the path the older generation has passed through, of its hardship in surmounting difficulties. So we sometimes get a rather perfunctory view on hard-won accomplishments that are being taken for granted without any regard for how hard the effort was to achieve them. And it is precisely this lack in experience which the class enemy seeks to exploit in various ways.

Lenin once said it was no calamity to make mistakes when one is young. The main thing was to be brought up in dedication to the workers' cause and under the conditions of proletarian struggle.⁶ That is what the FDJ concentrates on in its efforts. "As you yourselves have said for every good reason," Comrade Erich Honecker affirmed at the 11th FDJ Parliament, "the revolutionary experiences of the older generation are of inestimable value to the communist education of youth."⁷ The ways and means in which they are conveyed have a great bearing on how these experiences are used by the entire youth and the new working class generation in coping with the tasks at hand.

Facing New Tasks

New and more complicated tasks are facing the FDJ and the entire young generation of the GDR in extending and defending the socialist revolution. Higher demands are made on knowledge, ideological steadfastness and party-mindedness, moral attitudes, patriotic and internationalist conduct, and creative activities by the young people through the significant changes in domestic and external conditions under which the continued shaping of the developed socialist society in the GDR proceeds, the further advance of the socialist forces in the revolutionary world process, the new stage in combining the advantages of socialism with the scientific-technical revolution, the increased efforts in the struggle against the arms-buildup and confrontation policy of imperialism, and the greater ideological confrontation in which the youth of socialist countries is one of the targets the class enemy has chosen.

The party mission of continuing at a higher level the communist education of all youth, whereby to solidify the revolutionary unity of the generations, is a consequence resulting from the new concrete historic situation also for the activity of the socialist youth association. This requirement implies the special responsibility to make all youth aware of the truly enormous efforts needed for the continued implementation of the SED program objectives throughout the 1980's. Each generation

has its own revolutionary tasks. Representatives of the older generation who were involved in youth projects of the first years, as Sosa, Friedlaender Wiese, Schwedt or Rostock's overseas port, still speak with pride of the revolutionary elan in those years.

With the further advance of the socialist revolution, the character of the highly concrete tasks for society and for the individual has also changed. Implementing the party's economic strategy, primarily coping with scientific-technical progress, poses complicated tasks which, to be solved, require creative thought and high dedication and reliability in every situation and sweat and exertion even today. Revolutionary action always is what the revolutionary movement expects at any given point and what contributes best to realizing the ideals and goals of the workers class in our country and in the world.

A personal everyday dedication to the economic strengthening of socialism and to enhancing its defense capability serves the safeguarding of peace and the solidary support of all progressive forces in the world. The readiness to stand by socialism in any situation and give it all one has expresses revolutionary action. Patiently explaining the connection between a personal contribution to fulfilling the national economic plan and the basic issues of our time develops and strengthens the sense that one is doing something for the great revolutionary cause and helps spot revolutionary action within our seemingly puny everyday efforts. Not last from there arises conscious public activity.

So the FDJ considers it its concern to make all young people aware especially of this connection and activate creative impatience, the striving for extraordinary achievements, for excelling and being successful in the struggle for a sound balance-sheet every day, by assigning tasks that foster innovator spirit and the joy in discovery. Through conscious ordinary conduct, in the work collective, the class standpoint and communist morality, modes of thinking and maxims of life develop and are reinforced as they conform to the communists' sense of life.

The youth organization must pay special attention here to the cultivation and preservation of the revolutionary traditions. "We should like to reinforce the practice that all basic FDJ and pioneer friendship organizations maintain firm contacts with the party veterans, the heroes of the antifascist resistance struggle, the activists of the first hour, and the first generations of FDJ members as well. Their appearance before membership meetings, in political debates, at youth forums and in the FDJ study year is indispensable for vividly preserving the traditions and properly focusing on the goals we have assigned to ourselves now for the continued shaping of the developed socialist society."⁸

The revolutionary traditions are so very important, mainly, because they give the young people a vivid idea of the struggle of the workers class and its Marxist-Leninist party in years past. This is not a matter of carrying over in an undifferentiated manner the pattern of the struggle of the past to present days, but of handing on knowledge and experiences on how one was able to prevail under the various situations in the class struggle, how the comrades were mobilized toward overcoming hardships, and what the mental attitudes and principles were from which one had come there. Experiences of this kind help us in better understanding what was accomplished as well as the ongoing tasks. Tried and tested

methods of struggle spare the young people mistakes and enable them better to understand the complicated and, in part, not all too obvious manifestations of the class struggle. They motivate young people toward self-education, induce comparisons with characteristics and attitudes of the models, and can also spark the zeal needed for fulfilling tough tasks.

In cultivating and preserving revolutionary traditions, valuable experiences were gathered in recent years in the youth association and the Ernst Thaelmann pioneer organization. Many youth brigades, nearly one out of every five basic FDJ organizations, and almost two-thirds of all pioneer friendship groups have already been awarded honorifics of revolutionary fighters. FDJ members and pioneers keep up more than 7,200 memorial sites for the revolutionary struggle of the German and international workers movement. More than 5,560 research projects are devoted to the lives of revolutionary fighters and the history of the struggle of the workers class and of the FDJ. There are circa 2,260 "young historians" working teams in the 1980/81 school year at our schools. At topical membership meetings, as in March 1978, entitled "The GDR Youth Fulfills the Legacy of the Revolutionary Fighters," or in April 1979, entitled "The GDR—My Socialist Fatherland," or in April 1980, entitled "Shock Troops in the Struggle," on youth forums and at the "Meeting of Generations" antifascist resistance fighters and party veterans handed on to youth their rich experiences in the struggle and in life.

More has been made of experience exchange among collectives bearing one and the same name of revolutionary models. A more purposeful use is being made of anniversaries of the German and international workers movement and their outstanding representatives in the communist education of the young generation. Tracing the biographies and struggles of their revolutionary models and, above all, personal encounters with them or their kin have a great influence on the personality development of young people. Comparing one's own way of life with that of the model, and personally answering questions such as "would I act the same way today in complicated situations," "do I already know enough to be firm in the defense of our ideals," or "do I always give all I have" release capacities and potentials for increased public activity and foster the development of a party-minded climate in the collectives.

Tracing Our Own Traditions

With the "FDJ Mission 10th Party Congress," issued by the 11th Parliament, the socialist youth association enters a new phase also in cultivating its own best traditions. The critical guideline for the FDJ ever since its founding has been always to stand loyally by the side of the party and to be dedicated to the implementation of its goals under any conditions. The mission for all members, to appropriate the communists' sense of life, and to do everything for the good of the people, is the conclusion youth has drawn from the party's successful balance-sheet on fulfilling its program step by step and from the 10th party congress resolutions oriented to it.

Communists who are steadfast champions of our world-outlook in every situation and do much for socialism also are the young generation's best partners. Such comrades seek exchange with youth by explaining the party resolutions and, as propagandists, the revolutionary working class theory. The communists' model always makes young

people more perceptive in seeing through false counselors who would divert them from our future-oriented tasks. From the communists youth learns a class-bound approach to all social manifestations and learns showing steadfastness and party-mindedness in every situation. Especially in a time of sharpened class conflict with imperialism it is imperative to prepare all young people for it. That calls for knowledge, patience, firm principles, sensitivity, and the ability to listen and react accordingly. It also calls for a firm will to make oneself heard through party-minded arguments where it is necessary, fight with passion for our good cause and frankly display the pride in our party and our state. Generally it is a matter of being in control of basic issues of the class struggle (Who-whom? Who is benefited by something?) and of developing also a certain revolutionary class instinct for political-ideological questions. The more than 290,000 SED members and candidates in the young age-group have a special responsibility; their most important party mission is their active membership in the socialist youth association.

Highly effective for communist education and solidifying the revolutionary unity of generations is the contest for the SED banner of honor with the pictures of Ernst Thaelmann and Wilhelm Pieck on it, which has already been won by more than 10,000 basic FDJ organizations. The contest for the banner induces the FDJ members to deal, among other things, with party theory and its course through history, and to become acquainted with communists that stood in the frontline of the party's struggle; it helps develop a sense of pride in solving new tasks alongside the party.

Cultivating revolutionary traditions has the greatest effect on communist education if it is combined with practical deeds on behalf of socialism. The work collective, mainly the youth brigade, is that community which demonstrates best that everyday diligent and creative work has been and remains the secret of our successes. The motto of the Hans Kiefert youth brigade, "Each every day with a good balance-sheet," in this sense carries on longtime FDJ traditions for economically strengthening the GDR as well as for a higher level communist education of youth. Especially a youth brigade offers excellent qualifications for familiarizing its members with the revolutionary traditions of the workers class.

The socialist norms of the collective, the concrete nature of its tasks, the mutual comradesly relations, the consistent fulfillment of obligations assumed, and the sense of fellowship there are important factors for instilling high work morality in all and for coming to grips critically with all those who do not as yet conduct themselves in accordance with social norms and demand more from society than they themselves are willing to give. Confident cooperation between older and younger brigade members makes sure that proven traditions a given collective has formed can be carried on. This often goes together with the cultivation and preservation of traditions in a given FDJ group, a youth brigade, an enterprise, or a territory. The Georgi Dimitroff youth brigade of the VEB Schwedt paper mill, an "outstanding GDR youth collective," e.g., decided at an FDJ election meeting to set up a brigade traditional showcase. The FDJ executive at the Bergmann-Borsig VEB in Berlin, with exemplary assistance from the party organization, is writing the FDJ history of its tradition-rich enterprise. Pursuant to the orientation of the 11th Parliament, one has started to make important youth projects and high points in FDJ history more of a part of the cultivation of tradition.

Among the most beautiful and most compelling FDJ traditions is the friendship with the Soviet Union and the Leninist Comsomol, which is constantly being developed and reinforced in Thaelmann's spirit. The preparation and analysis of the 19th Comsomol Congress, held in May 1982 in Moscow, and the participation in building the natural gas pipeline on USSR territory are used to familiarize the FDJ members once again with the history and current tasks of our largest and most battle-tested fraternal organization.

Together with the Leninist Comsomol and other youth organizations, the FDJ is making an active contribution to the defense of peace. With the March 1982 membership meeting devoted to the topic, "Peace must be defended--peace must be under arms," where more than two million FDJ members in the basic organizations and groups, often with representatives of the first FDJ generation in attendance, conferred on the personal contribution from each friend to the defense of socialism and the safeguarding of peace, the FDJ worthily carried on a line of tradition that had its beginning in the assumption of the sponsorship for the armed organs 30 years ago. "Against NATO weapons--creating peace" is the slogan under which the youth affiliation is boosting its tradition-rich initiatives in the peace struggle. Through the "FDJ Mission 10th Party Congress," the youth association, with its efforts toward strengthening our socialist fatherland in every way, carries on the revolutionary continuity of its work in the relay race of generations.

FOOTNOTES

1. Karl Marx, "Instructions for the Delegates of the Provisional Central Council on Particular Questions," Marx/Engels, "Werke" (Works), Vol 16, Dietz publishing house, Berlin, 1962, p 194.
2. Comrade Erich Honecker, "Aus dem Bericht des Politbueros an die 3. Tagung des ZK der SED" (From the Politburo Report to the Third SED Central Committee Session), Dietz publishing house, Berlin, 1981, p 59.
3. Karl Marx/Friedrich Engels, "The German Ideology," "Werke," Vol 3, Dietz publishing house, Berlin, 1958, p 45.
4. Comrade Erich Honecker, op. cit., p 60.
5. V. I. Lenin, "Youth International--A Note," "Werke," Vol 23, Dietz publishing house, Berlin, 1968, p 164.
6. Cf. V. I. Lenin, "Successes and Difficulties of Soviet Power," "Werke," Vol 29, Dietz publishing house, Berlin, 1961, p 67.
7. Erich Honecker, "Nur der Sozialismus ist in der Lage, die Lebensfragen der Jugend zu loesen, XI. Parlament der Freien Deutschen Jugend" (Only Socialism Can Resolve the Vital Questions of Youth--11th FDJ Parliament), Junge Welt publishing house, Berlin, 1981, p 379.
8. Egoin Krenz, "The Responsibility of Youth to Carrying on the Socialist Revolution in the GDR and the Tasks of the FDJ after the 10th SED Congress," Ibid., p 58.

SUMMARIES OF OTHER MAJOR 'EINHEIT' ARTICLES

East Berlin EINHEIT in German Vol 37 No 5, May 82 (signed to press 14 Apr 82)
'Resumes' addendum

Combines in the Struggle for High Achievements

[Summary of 'The Topic' material from the SED Central Committee seminar for combine general directors and CC party organizers, held in Leipzig, 8 April 1982; pp 463-501. The excerpts from the concluding address by Guenter Mittag, SED Politburo member and Central Committee secretary (pp 463-479), are translated under the heading, "Mittag Addresses Combine Directors on Management Tasks," in a recent issue of EAST EUROPE REPORT: ECONOMIC AND INDUSTRIAL AFFAIRS. The contributions of the ten combine directors and one VEB party secretary (pp 480-501) are listed below]

[Text] SED CC seminar for combine general directors and CC party organizers: How do the combines increase their contribution to fulfilling the 10th party congress resolutions in the economic field? The significant presentation by Comrade Guenter Mittag is supplemented by contributions of 11 combines on experiences and ways of successful economic activity aimed at increasing labor productivity, efficiency and quality and based on target-oriented ideological party work.

From the Discussion on Experiences and Requirements

Herbert Kroker, general director, Herbert Warnke VEB Forming Equipment Combine, Erfurt: "Organize Peak Performance" (pp 480-482)

Werner Frohn, general director, VEB Petrochemical Combine, Schwedt: "Increased Productivity--Reduced Costs" (pp 482-484)

Wolfgang Biermann, general director, VEB Carl Zeiss Combine, Jena: "Continued Enhancement" (pp 484-486)

Rudolf Winter, general director, Fritz Heckert VEB Machine-Tool Combine, Karl-Marx-Stadt: "Production for the World Market" (pp 486-488)

Erich Mueller, general director, Walter Ulbricht VEB Leuna Works Combine: "Increased Energy Conservation" (pp 488-490)

Herbert Richter, general director, Schwarze Pumpe VEB Gas Combine: "Modernize the Basic Assets" (pp 491-492)

Gert Wohllebe, general director, VEB Combine for Chemical Plant Construction, Leipzig-Grimma: "Safeguard Export Targets" (pp 492-494)

Wolfgang Mueller, general director, VEB Pipe Combine, Riesa: "One's Own Performance Is Decisive" (pp 494-495)

Karlheinz Jentsch, general director, Wilhelm Pieck VEB Mansfeld Combine, Eisleben: "Labor Capacity to Be Effectively Applied" (pp 496-498)

Werner Doberitz, general director, VEB Construction and Assembly Combine for the Chemical Industry, Halle: "Construct to Meet Due Dates and Quality Requirements" (pp 498-500)

Ursula Zschau, party secretary, VEB Cotton Spinning Mills and Twisting Mills, Floeha: "Mobilizing Party Work" (pp 500-501)

Goethe's Work and Legacy

[Summary of Speech by Hans-Joachim Hoffmann, member, SED Central Committee; GDR minister for culture; delivered at the German National Theater, Weimar, 22 March 1982, during ceremonies sponsored by the SED Central Committee and the GDR Council of Ministers on the occasion of the 150th anniversary of the poet's death; pp 502-509. A report by East Berlin NEUES DEUTSCHLAND, quoting extensively from the speech, is translated under the heading, "Culture Minister on Goethe Legacy in 'Socialist National Culture,'" in JPRS 80534, 9 Apr 82, No 1997 of this series, pp 39-43. A translation of a related West German commentary is available under the heading, "Goethe Jubilee Seen as Mixture of Ideology, Nationalism," in JPRS 80766, 10 May 82, No 2008 of this series, pp 15-18]

[Text] Goethe's work and endeavors, his view of the world tending toward materialism, his image of a universally educated and actively engaged man, and his program for a bourgeois-humanistic education and art development continue their impact on our lives and will continue to give future generations inspiration, knowledge and spiritual pleasure. In Goethe's vision of a free people on free soil we find the best the bourgeois class has bequeathed on us as a humanistic legacy. True to the traditions of the revolutionary workers movement, Goethe's work is being appropriated in our country productively and critically and linked with present-day public life.

On the Development of the Class of the Cooperative Farmers

[Summary of article by Prof Dr Kurt Krumbach, research program director, Institute for Marxist-Leninist Sociology, Academy of Social Sciences, SED Central Committee; pp 510-516]

[Text] An analysis of the social development of the class of the cooperative farmers, which also brings out what reserves have to be tapped for the high performance improvement in our agriculture that is required. In connection with the requirements for the reproduction of this class, this article explores the potentials of cooperative property, how through the further shaping of cooperative democracy the LPG's can be consolidated, cooperation be deepened, and the work collectives' own responsibility be heightened.

Siberia and the Far East of the Soviet Union: Problems and Prospects of Development

[Summary of article by Prof Vladimir P. Mozhin, chairman, Council for the Study of Productive Forces, USSR State Planning Commission; pp 525-533]

[Text] The exploration of the natural resources and the priority economic development in those regions--strategic tasks of the CPSU economic policy. The use of new forms in territorial economic organization under the special conditions of the not very accessible and climatically rough regions of Siberia and the USSR's Far East. Pressure points for further exploration in those regions which are important elements of the unified economic complex of the Soviet Union.

In the Struggle for People's Sovereignty--On the Occasion of the 150th Anniversary of the Hambach Event

[Summary of article by Prof Dr Helmut Asmus, director, history department, Erich Weinert Pedagogical College, Magdeburg; pp 534-539]

[Text] The Hambach Event was the high point of a new upsurge of the anti-feudal popular movement in Germany between 1930 and 1934. The open challenge against the ruling aristocratic reaction, which for the first time became linked with a democratic alternative in the national framework, reserves an important spot in our history for the Hambach democrats, the article paying tribute to what was progressive and to the limitations in their efforts under objective historic conditions and tasks.

European Community in Capitalist Crisis

[Summary of 'The World of Capitalism Today' feature article by Dr Norbert Lehmann, economist, department chief, GDR Institute for International Politics and Economics (IPW); pp 540-547]

[Text] What has become of the euphoric hopes for "harmonious development" and "greater stability" that accompanied the founding of the European Communities 25 years ago? The deep cyclical and structural crisis processes and their social consequences, the profound contradictions among the EC states and the increasing conflicts with the imperialist rivals demonstrate the lack of prospects for this state monopoly integration construct.

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CSO: 2300/311

PZPR SZCZECIN FIRST SECRETARY MISKIEWICZ INTERVIEWED

Warsaw SZTANDAR MŁODYCH in Polish 23 Jun 82 pp 1,2

[Interview with Stanislaw Miskiewicz, first secretary of the Szczecin Voivodship Committee of PZPR, by Wojciech Jurczak: "Taking a Different View," date and place not specified]

[Text] [Question] Szczecin and the voivodship are a youthful area; the average age of the population is slight above 30. What are the implications of this fact for the party which directs our life and the young population of this region?

[Answer] We are expecting the young people to take an active role in the activities outlined by the plenums of the PZPR Voivodship Committee which have been held since May of last year, or since the voivodship report and election conference preceding the Ninth Extraordinary PZPR Congress. I have in mind the tasks for the difficult year 1982 and the 1983-85 period. How can the crisis tensions in enterprises be overcome? How can the economic reform be implemented efficiently? How is the food economy to be developed? How can the program of housing construction be carried out in the light of social needs and development opportunities of this economic subsector? Work forces, and especially their young segment, of enterprises, must come up with answers to these questions. Taking into account our mistakes in youth-related activities and the moves of our political adversaries, we in the voivodship party organization are convinced that the party and the youth must act hand in hand now. We expect a strong effort primarily in the areas which I enumerated.

[Question] You are one of the youngest first secretaries of a voivodship committee. Perhaps, you have little difficulty understanding the young, the rebellious, the angry....

[Answer] In the 1960's, I was one of the "rebellious" like many others. I wanted to do it better, in a different and, as I thought, more intelligent way...after all, there has always been a conflict between generations. This conflict is still around, moreover, it is exacerbated in this time of crisis. The Ninth Plenum of the Central Committee will come up with a definitive program. The situation is such that the elder generation is offering a program to the youth. It is essential that this outline of activities meet the expectations and be accepted by the youth. The plenum will work out a strategic

concept. It will be up to everybody, the entire society including the youth, to fulfill the tasks. I maintain, as I have in the past, that we have far too few young people in management positions. Nobody gives up his position eagerly. However, young candidates for these positions are not active enough. If you have a different concept of work, if you have interesting, well thoughtout recommendations, you should stand by them, try and experiment with them. Defend what you think is right. The Szczecin Voivodship Committee will embark on training young alternate cadres for management positions in the next course of ideologico-political training. Young people with a college education who express the wish to hold management positions in the future will be admitted to the course.

[Question] Will everybody be given this opportunity?

[Answer] Everybody who is aware of past mistakes and is on the side of socialism in People's Poland, will be.

[Question] Recently, a lot has been said and written about "the generation of opportunity." Many people are burned up by this definition. Numerous facts from real life contradict the negative view of the prospects of youth....

[Answer] When it comes to a general social problem such as the affairs of youth in contemporary Poland, several insinuations are made. From the perspective of enterprise management, everyone would like to have members of the Union of Socialist Polish Youth [ZSMP] around who have nothing else on their minds but their jobs and the enterprise. On the other hand, in our families we bring up our children in a way which prevents adequate preparation for independent life. It is often said that young people want too much, too soon. They have an appetite for purchasing color TV sets and automatic washing machines, they desire hi-fi sound equipment. In their family households, the young people take advantage of these very benefits of civilization. Let us not demand that the beginning of independent life be equated with a reduction in the standard [of living] of Neptune-brand TV sets, Frania washing machines and the proverbial "bare floor boards" of a rented living space. The standard at the outset of a career should not be lower than the level of their family household. The frequent view that "one does not qualify for a management position because he is too young" is a misunderstanding. Those who espouse this view forget that at a certain point they started out in management capacities being very young and somebody provided opportunities for them to prove their skills. Our attitude towards the system of upbringing must be changed.

We must counteract the stereotypes that are unfair to young people. They are dangerous. Let us take a different view of the demands and aspirations of youth. Let us reconsider our views, let us ponder their correctness and background. This in and of itself will be a significant step towards bridging the generation gap. It is concrete actions that count. Let us not lightly pass over in silence the unfulfilled resolutions of the Seventh Plenum of the Central Committee of the party and the subsequent resolution passed by the parliament in the 1970's. Such a mistake in treating the young generation cannot occur again. The party, the society and the youth cannot afford it.

[Question] There is a 12,000-strong student community in Szczecin. What can be done to keep the character of Szczecin as a city of young intellectuals, to keep college graduates from leaving the city after receiving diplomas?

[Answer] There are reports of difficulties in finding jobs for college graduates elsewhere in the country. In our voivodship, employment is guaranteed for the graduates of three colleges: the Pomeranian Medical Academy, the Marine Higher School and the Higher Pedagogical School. There are job problems for a group of graduates from some faculties of the Agricultural Academy and Szczecin Technical University. We will solve these problems. Each graduate of these higher schools will be given a job in accordance with his qualifications. Difficulties are associated primarily with the housing shortage. In Szczecin voivodship, we promote development of towns and small settlements. It is becoming necessary to develop food processing, construction enterprises in these centers. There is a shortage of doctors and teachers in the voivodship. The educational system in these fields does not guarantee meeting the needs quickly. In a more remote future, we expect to overcome the impasse. We will feel the negative impact of the cancellation of regional admission quotas in the medical academy. Graduates from other regions will certainly look for jobs closer to their hometowns. We will provide incentives for them to stay on in Szczecin voivodship because we need them. I do not mean only financial incentives. Ours is a beautiful region with bright prospects and opportunities. Development of the region is based on the maritime economy, socialized agriculture, food processing and, finally, the riches of nature which make the entire Baltic coastline a recreation area for our country.

[Question] In the course of our interview, you have not offered any recommendations or made any remarks about youth organizations.

[Answer] I believe that everybody can think independently. Youth organizations have their own programs, including political, which are close to the aims and strategy of the party and recognize these aims and strategy. The time for chaperoning has passed.

[Question] In other words, the style is absolutely different now?

[Answer] Not only the style, but also the actions are different--they are concrete, for the youth, with the youth, aimed at solving essential social problems of the younger generation.

[Question] Thank you for the interview.

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CSO: 2600/729

SOCIO-POLITICAL PROBLEMS OF ACADEMIC COMMUNITY DISCUSSED

Warsaw ZYCIE PARTII in Polish No 7, 26 May 82 pp 18, 19

[Article by Dr Habilitatus Professor Stanislaw Lojewski, senior research fellow at the Agricultural University of Warsaw; "Causes and Emotions"; passages in slantlines printed in boldface]

[Text] The Higher Schools Group and the Polish Academy of Sciences [PAN] Commission on Science, Education and Upbringing of the Warsaw PZPR committee has been working for several months on the analysis and evaluation of basic problems pervading the academic community of Warsaw. In the current socio-political situation, the problems of socio-professional and political involvement of the student community should be considered especially important. This article was written in part on the basis of the results of considerations and discussions held by the group.

The issue of socio-political involvement in the student community is but one facet of the ideologico-educational activity among the youth, not necessarily students. The significance of socio-political activity among the youth has not been and is not adequately appreciated by faculty and school party organizations, school administration and faculty. Our adversaries have taken and are still taking advantage of that. They manipulate the emotions, consciousness and behavior of the youth both from inside and outside. Various forms, modes and techniques of this manipulation merit separate analysis.

Victories in battles for coal, food or [salvaging] the entire economy will not make up for the lost battle for the youth. The crisis of social and political consciousness of the youth will not only limit the opportunity of surmounting the current economic crisis; for many years to come, it will decide the future of socialism in our country.

Who Goes to Higher Schools

In order to discuss socio-political involvement in the academic community, and, moreover, the ideologico-educational activity, a political and social outline and evaluation of the student community is needed. This evaluation should not be restricted to an analysis of the state of affairs; rather, it should take into account the opportunities that have not been taken

advantage of. I mean primarily the problems of class and vocational composition of the academic community, especially of the student body. This composition is a significant influence on the attitudes and political divisions in this community. Therefore, we should talk and write both about the dissident groups and political opposition in this community and the social environment which gives rise to them. /Political struggle cannot stop at struggle with [political] views, it must strive to eliminate the socio-economic environment that breeds political opposition./ We must, at this time, touch on the problems of enrollment in higher schools.

The Higher Schools Group and the Polish Academy of Sciences [PAN] Commission on Science, Education and Upbringing of the Warsaw PZPR committee drew up a topical document in November 1981. Among other things, this paper stated that the system of enrollment in higher schools which has been in effect for many years has failed to achieve envisaged socio-political goals, because it has not ensured the opportunity to receive higher education for the best, and has not brought about an increase in the share of working-class and, above all, peasant youth enrollment. In Warsaw Technical University, the share of youth with these social backgrounds is a mere 18 percent, the shares in various faculties varying within a broad range. Furthermore, /the social composition of the student body does not correspond to the class and strata composition of Polish society/ in communities other than Warsaw.

There is a multitude of reasons for this state of affairs. The situation in the high school system is part of the reason. This system unambiguously emphasizes vocational schools while creating elitist general high schools, especially in large cities. The social composition of student bodies in vocational schools and general high schools, where the bulk of future students are trained, is drastically different.

Young people from more affluent strata, from intelligentsia and the so-called private initiative types, mainly urbanites and to a large degree women were primarily the ones to find their way to higher schools, especially in the 1970's.

/There are no special financial incentives for young people of working-class and peasant backgrounds to go to higher schools./ At the same time, the system of scholarships in vocational schools, admission quotas in general high schools and at present also the system of admission exams have been and are drawing many gifted young people with working-class and peasant backgrounds away from general high schools.

As the practice of the 1970's revealed, the system of preferential credits now in effect is incommensurable with the actual socio-economic, cultural and organizational differentiation which provides for uneven conditions at the outset of a career, impairing the opportunities of the working-class and peasant youth, especially from small towns and villages. Therefore, more emphasis should be put on the multivariant, multidirectional system of equalizing career opportunities.

Political Divisions

A majority, or about 60 percent of the student body did not participate in the organizational and political activity in higher schools. This "silent majority" merits special concern and care at present. In 1981, it was subjected to a considerable degree of manipulation by the young people--members of the Independent Association of Students [NZS]. An insignificant minority of young people, about 15 percent of the student body belonged to the association. About 20 percent of the student body took part in the organizational activity of the Socialist Union of Polish Student [SZSP] in 1981. The minority of students involved in SZSP and NZS activities (I am leaving out lesser organizations) was politically divided, the lines running not only between but also within these organizations. At the end of 1981, a swift and sharp polarization of attitudes occurred.

The course of events in the country and in higher schools since the fall of 1980 has brought out the plurality of [political] views and has led to a deep ideological, political and organizational rift in the student community. This rift was reinforced by political divisions among faculty with negative consequences for upbringing and, most often, with a negative political influence on the attitude of students. Therefore, /the state of political views and attitudes of the cadres must be one of the main determinants of the party tactics in the student community./

The advent and legalization of NZS drew into this organization a segment of youth which, as a rule, took a one-sided negative stance towards the concepts of the socialist state and the policy of the party. This segment with its peculiar social background was increasingly forcefully manipulated by a narrow circle of NZS political leadership connected with Solidarity extremists. In Warsaw, this leadership regarded SZSP as the main ideological adversary in higher schools. It embarked on attempts to discredit SZSP in the community, edging out--and with success in many cases--the representatives of SZSP from collegiate bodies of higher schools and from the newborn student self-governing bodies.

The rift in the student community was exacerbated by strikes in higher schools forced on the students. The strikes were instigated and orchestrated by NZS activists, either with the support of the academic governing bodies elected in 1981 and a large segment of the faculty, or in the face of their failure to counteract. The operation of higher schools came to a halt for many months.

The consciousness and attitudes of the student body reflected the course of events in the country. The students have also contributed to spreading chaos and anarchy in the country, primarily within the academic community. The shortcomings of ideological upbringing rooted in both the educational sphere and in the activity of high schools were revealed. In both cases /the acquisition of knowledge was not accompanied by an adequately efficient shaping of the feeling of civil duty and responsibility./ Emotions rather than rational thinking and activity held sway. Emotional manipulations got an upper hand over persuasions. It was due to the lack of knowledge and

political culture that the needed and well-founded criticism of mistakes in concrete actions of the party was transformed too often into criticizing Marxism, into negating the values of socialism.

Attitude of the Cadres

The imposition of martial law has not changed the socio-political situation in higher schools. As is known, activities of SZSP and NZS were suspended with the decision on imposing martial law. The latter organization was subsequently dissolved by the minister of science, higher schools and technology. Martial law restrictions have limited the opportunities for publicly voicing hostile attitudes and setting up relevant organizational structures. This applies equally to the student community and the cadres.

The silence of the student community, especially of its segment which was most active in 1981 is not to be construed as meaning that this community has suddenly turned apolitical. Actually, it has turned more inward-oriented, reluctant to engage in discussion and careful about going public with its views and attitudes. Additional difficulties are posed by making the role of NZS into a legend and also by existing secret structures in the academic community which are not easily identifiable. Reintroducing the party ideology and the program of the socialist state requires that mistrust and negative emotional disposition of this community be overcome.

Social and political environment in the community of faculty and higher school administrators have also and are still influencing the opportunities and prospects for efficient ideological upbringing in the student community to a large degree.

The lack of interest in pro-socialist ideological indoctrination in higher schools dates back to the 1970's when the authorities of the ministry and administrations of particular higher schools elevated the research function to a number one slot in an artificial way, using the system of promotions and evaluations and the system of funding. /Proper and comprehensive training and upbringing of students as future specialists, the basic function of higher schools, was pushed aside./ This has made an impact on the interests of academic personnel, both faculty and assistants, who opted for either well-paying research assignments from the outside or pursuit of academic degrees and titles at the cost of quality of instruction. Auxiliary services and administrative educational activity were not considered important either.

This process was not only reinforced, but in certain academic communities even reversed by 180 degrees. As a result of elections in 1981, people who had no ideological connection with the party and, moreover, were negatively disposed towards pro-socialist activities, including socialist indoctrination of students, got their say and were installed in leadership positions. In some centers, the indoctrination of enemies of socialism was started under the familiar slogan of plurality in worldview. Abandoning the basic principles of tolerance and, moreover, downright combatting of individuals of Marxist persuasion, harassment of party members among students and faculty resulted from the "plurality of worldview" introduced in many academic communities in 1981.

Administrations of many Warsaw higher schools and a segment of faculty, especially adjuncts, favored the activity of extreme Solidarity elements. Moreover, preferential status was granted to NZS activities, which was especially apparent during the student strike and the functioning of the so-called rectors' caucus, which was dissolved after the imposition of martial law.

In the New Environment

The suspension of trade unions including NSZZ Solidarity and the dissolution of NSZ created a new political situation. However, the old administration of particular higher schools stayed on. Inadequate activity of party organizations in higher schools can bring about the political exploitation of the martial law by our adversaries to their advantage.

Therefore, this issue must be openly addressed not only in particular schools, but in the scope of the entire Warsaw community or the country.

/The Polish higher school must be a socialist higher school./ Education and upbringing of future specialists is its basic function. Ideological and indoctrination function of the school must be performed by all employees of the schools and the ministry with no exceptions. All faculty, not necessarily party members, must carry out this function. Administration of faculties, higher schools and the ministry must create conditions for such activities. The degree of fulfillment of this function must be a basic criterion of evaluation and selection among cadres, including senior administrators. In some schools in Warsaw, this is becoming a basic problem.

Classes in higher schools were resumed after the imposition of martial law in the absence of active student organizations. At the same time, bodies set up by school administrations began operation, the modes of it differing among schools. However, there was no concept for /their management and evolution./ This situation persists despite the reopening of SZSP activities on 13 March of this year. It seems to be no accident that present administrations of some schools have recently developed a special interest in various modes of student self-government, favoring even its eventual introduction to the senate. At the same time, administrations in these schools are paying considerably less attention to the difficult conditions of the activities of the reactivated Socialist Union of Polish Students [SZSP].

/The recognition of social and political background of ideological and indoctrination activities in the student community must be the point of departure for a positive program which party organizations of higher schools must work out and implement./

The political situation in school and faculty party organizations and the strength of these organizations are the basic conditions for consequential and efficient ideological indoctrination activity in the academic community. In this regard, there are appreciable differences not only among schools but also among faculties of a given school. These organizations came out of the years 1980 and 1981 weakened, and not only in terms of membership. However, recent manifestations of political activity suggest that these organizations in some schools are gaining strength.

PRESS DISCUSSION OF ILLEGAL YOUTH GROUPS NOTED

Various Organizations Discussed

Warsaw GLOS NAUCZYCIELSKI in Polish No 18, 13 Jun 82 p 9

[Article by Wlodzimierz Syzdek: "'Napola' and Other Illegal Organizations" Further information on the group "Poland Struggling for Democracy" can be found in "ILLEGAL STUDENT GROUP UNCOVERED IN CHELM," published in JPRS 81040, 14 Jun 1982, No 2022 of this series, pp 43-46]

[Text] Most recently, public opinion has been shaken by reports of apprehension, by organs of [state] security, of members of illegal youth organizations whose principles and actions envisioned the objective of abolishing the existing social order.

Young boys, most frequently 15-17 year-old students in schools with rich traditions, schools named after heroes of struggles for national liberation, succumbing to the hostile propaganda of Western sabotage centers, banded together in informal groups and openly advocated fratricidal struggle and crime. A question arises whether their activity is a conscious behavior resulting from their convictions, or should it be treated as a youth game, as a quest for adventures and thrills which they could not find in the existing legal organizations. Let us examine the facts in this case.

In the Sphere of Fascist Ideas

January 1981. The culminant phase of lax social discipline and disregard for law. Strikes and anti-government demonstrations are spreading through our country. On the crest of this wave, in Starogard Gdanski, an underground youth organization of some ten to twenty persons comes into being under the name of "Napola." Its program is patterned after Nazi ideology. The majority of the "Napola" members consists of excellent students, coming from worker and intelligentsia families as well as the families of party members, who have not had any disciplinary problems up to that time.

The first objective of the young "conspirators" was to disseminate in the Starogard society, which had experienced so many tragedies in the years of World War II, the most criminal program of genocide in the history of mankind. Impossible? And yet it is true.

In texts being disseminated, the member of "Napola" wrote: "The Nazi flag was not destroyed in Berlin in 1945. Our time will yet arrive. In order to make nazism great again, terror is necessary. We should generate in the masses a feeling of absolute submission and helplessness. Ruthless nazism is a means to this end. It is tantamount to the possibility of killing old people, women, and children. In the future, these principles should be strictly adhered to during the use of mass terror by exploding trotyl and dynamite charges in crowds."

This is not the end of it. The members of "Napola" assumed pseudonyms recalling the names of the Nazi criminals Hess, Goering, and Mueller. They also initiated an action of collecting mementos related to the activity of the fascists. They accumulated a certain quantity of swastika armbands, Nazi eagle emblems, Nazi Party badges and publications. They also made rubber truncheons modeled after the ones used by the Gestapo, and organization uniforms. They needed these accessories, as they later admitted during the interrogation, to start their action "in the year zero, in which nazism will assume power and an era of establishing the new order will begin."

For the time being, however, the members of "Naola" were not implementing their main objective. They limited their activity to painting of swastika and organization signs in the city itself and in cemeteries containing graves of those who had died in the struggle against nazism and monuments of those who had fought for Polish culture and language under German domination. After each action they would send cleverly worded notifications to the authorities. In one of these, they stated simply: "Whatever is communist must disappear from the face of the earth."

A year passed. In January 1982, the leaders and members of this dangerous group were apprehended. They were astonished by the fact that all that had come to light. They feared the punishment threatening them.

This fact also astonished, but for a different reason, the teachers and particularly the principal of the Karol Swierczewski Economic Schools Group, where Mariusz Z.--the leader of "Napola"--was a student. For it turned out that this student had shown a particular interest in history and had, on numerous occasions, publicly condemned Nazi crimes. He had been planning to be an officer in the Polish Army, and his guidance counselors had fully supported his plans. Through their initiative, he had been sent to a special military training camp, gaining a reputation as an exemplary and disciplined participant.

In the same school, systematic educational work involving all students had been carried on daily. During lectures, much had been said about the ordeal of the Polish nation, the struggle for our country's liberation, and respect for those fallen in battles. The young people had frequently visited the school memorial room and gathered materials and documents to supplement the memorial collection. Often they had placed flowers on graves of heroes.

These activities had never evoked any protest from the members of "Napola" who were later apprehended. Why, then, had they founded a group whose program was a criminal one? Neither they nor their parents were able to answer this

question. The court took into consideration the young age of the boys, and the lack of political experience, as well as the contrition which they had shown during the investigation. At present, the majority of them continue to be students in the Starogard schools. However, have they understood completely the harmfulness of their actions?

Fighters For "Democracy"

The young group "Poland Struggling for Democracy," whose members were students in Chelm secondary schools, and which was uncovered in March of this year, had a shorter life. The young people, under the influence of some education employees with a negative attitude toward our reality, and under the influence of propaganda disseminated by Western radio stations, resolved to initiate activities which were patterned after the programs of the rightist underground organizations which had operated in Poland during the years of the Nazi occupation. They organized underground groups of five which assembled in different places for secret meetings at which successive actions were discussed and "methods of struggle against communism" were outlined. They began their activity by painting all over the city the signs and slogans of the Confederation for an Independent Poland [KPN]. Later, they themselves started producing leaflets calling for a boycott of the martial law, and for actions against it, and slandering the leaders of the party and of the state. The next step was to be an overt action against the authorities. The first action had already been planned: the throwing of gasoline-filled bottles against the building of the PZPR Voivodship Committee.

Who were these boys? They were—just as in Starogard—excellent students, attending mainly the July Manifesto High School; their interests were in fields far removed from politics and history. In school there were daily lectures on the most recent history of our country, and the emphasis was on the need for patriotic behavior under the conditions of the martial law. The members of "Poland Struggling for Democracy" [PWOD], who were apprehended by organs of [state] security, had no clear concept of that real "democracy" for which they "struggled."

These young people have spent many days and night in a detention center. After talks with psychologists and pedagogues, they certainly have come to understand many problems. However, have they understood the harmfulness of their behavior?

The Boys From Krosno

The activity of a seven-person group of boys from Krosno on the Wislok [River], members of an organization named "Young Poland," was to be a protest against the proclamation of the martial law. These people, who came from well-to-do intelligentsia families, were also very anxious to engaged in an activity which was aimed at the state authorities. Thus, for many months, adhering strictly to the principles of conspiracy which had been once worked out by "Solidarity," they painted in the city streets many signs calling for armed resistance and impugning the leaders of the Military Council of National Salvation [WRON] and our political alliances. At the same time, they tried to create an

impression that their movement ranged far and wide. They urged boys of their age as well as grad-school pupils to take part in their activities. They recorded their exploits with great care. Here is a fragment from the diary of the group's leader, Grzegorz K.: "13 December 1981. I listened to Western radio stations. The speaker said that our civil rights had been violated after 37 years. These facts compel me to counteract. 2 March: Painting of "Solidarity" signs. 3 March: Painting of slogans protesting the martial law. 6 March: A decision was made to initiate cooperation with similar organizations in the city. 3 April: The principal spoke about illegal groups, Probably she suspects something."

The content of these notes had been known to the parents of the organization's chronicler for some time. However, they did not take any serious interest in the matter, and did not use their influence to stop that peculiar "game."

Emboldened by impunity, the members of "Young Poland" decided to initiate actions on a larger scale. Side arms, to be used for the action of disarming militiamen and soldiers, were accumulated. Also, plans were made to throw stones at the militia's casino and the building of the PZPR City Committee and to hang "Solidarity" banners throughout the city. Caught in the act, the young people showed their ignorance with regard to the present situation in our country and the basic concepts related to the functioning of our state and to its history.

"If we had known about all that," one of the boys asserted, "each one of us would have stopped to think what he was doing."

The investigation proved that the majority of the members of "Young Poland" lacked proper guidance.

Lessons of History

The last case which we want to present here concerns the Zamojski General High School II in Lublin, where, for several months, activities contrary to the existing principles of our system were conducted among youth. The school, of fine traditions and regarded as elitist, was attended by young people who came mainly from intelligentsia families. The oppositionist history teacher's task was not especially difficult here. With the participation of a group of students, he put together an illegal organization with a nationalistic profile, which soon began to play an important role in the school. Illegal literature and periodicals were distributed, the need to overthrow the existing system by force was publicly preached, and ostentatious observances of the anniversary of regaining of freedom, and of other anniversaries, were organized. History lessons were a tribune for pronouncing hostile views and evaluations concerning matters related to our most recent history. This activity gained strength immediately before the proclamation of the martial law.

After 13 December 1981 this group was not discontinued, despite preventive talks with the group's members. Following these talks, secret study groups for youth were organized; in these, lectures on "true history" were given, and actions of fund-raising for the internees, as well as protest actions, were

initiated. On 3 May, the young people's mass participation in provocative incidents in the central section of Lublin was encouraged. This decision caused suspension of classes for several days and detention of many young people.

Of course, this activity has been condemned by the majority of the students and teachers. But who will calculate how much devastation was wrought in the minds of politically ignorant young people during the months of the existence of the illegal group?

Who Is to Blame?

In the incidents which we have described here, it would be the easiest to look for their causes in the general post-August atmosphere, in the activity of Western radio stations and the influence of illegal literature. And, although there is some truth in it, to leave the matter at that, however, would be an oversimplification, the proverbial head-in-the-sand attitude, and a dangerous dodge; the behavior of these young people, though they represent a very narrow margin [of our society], calls for deeper reflection.

The truth is that students everywhere are influenced by various factors. Certainly, the majority of them want to taste adventure and play at conspiracy, so as to gain notoriety, no matter what the price. This is the right of youth. Suggestions from adults suffice for young people to justify all risk-taking. On the other hand, the fact that the above-described groups patterned their activities after the programs of extreme-right political movements, including the fascist ones, is an accusation of the schools and of the program of the teaching of history.

The school must supply our young people with answers to even the most difficult questions which perplex them. If our young people do not get the answers there, they will seek them elsewhere, and the results are illustrated by the examples given above.

However, there is still another problem. The proper dialogue with our youth must be initiated by properly prepared teachers who identify with the ideals of socialist education. This, however, is already a task for educational authorities. On the other hand, these authorities have not always proved, up to the present time, to be well informed about the situation prevailing in a given school, and have not always taken an interest in the political attitudes of teachers, the activity of youth organizations, etc. At present, everything should be done so that our young people may not only gain indispensable knowledge but also have an outlet for their aspirations and passion for action and their desire to expend their energy in organizations which are active in schools. These organizations, too, must draw the necessary conclusions from the experience of past years, in order that the mistake may not be repeated.

Radom Group Treated Leniently

Warsaw ZYCIE WARSZAWY in Polish, 11 Jun 82 p 2

[Article by J. S.: "An Act of Clemency With Regard to the Members of an Illegal Organization"]

[Text] (Unofficial information) The Security Service of the Voivodship Headquarters of the Citizens' Militia [MO] in Radom at the beginning of May of this year, uncovered an illegal organization of some ten to twenty persons, which had initially assumed the name of Youth Independence Movement and then operated as Clandestine Youth Organization. The members of the organization, founded toward the end of November of last year, were students in Radom secondary schools; several among them were getting ready for the secondary-school certificate examination this year. One of the more active members of this organization had participated successfully in the finals of four subject contests.

As stated in the organization's charter, its political model was the Confederation for an Independent Poland [KPN], which the members of the Clandestine Youth Organization could join upon recommendation and after attaining the age of 21. In their explanations, the students admitted that their first organizational meeting had been attended by one of the Radom KPN activists, Jacek Jerz, who had offered them "organizational" help.

After the imposition of the martial law, the members of the illegal youth organization had not ceased their activity, disseminating leaflets and posters which were anti-government in content and which slandered the organs of authority and administration as well as the system. The conspirators had prepared these materials themselves by hand-copying, typing, or else by mimeographing. Among the materials found objectionable by the Security Service of the Voivodship Headquarters of the Citizens' Militia [MO] are leaflets and posters which the young people had placed in different parts of the city and had thrown from a train in the vicinity of the Polish State Railroad station.

Shortly after the uncovering of the organization, employees of the Security Service, of the Voivodship Public Prosecutor's Office, and also of the Education and Upbringing Superintendent's Office, held meetings with the parents as well as with the principals and teachers of the secondary schools from which the conspirators had been recruited. During the meetings, discussions were held concerning the activity of the illegal group and the character of the disseminated materials. Emphasis was given to the importance of the problems of proper upbringing of young people by parents and teachers, and to the responsibility of adults in this respect. The parents of the members of the organization pledged themselves to supervision over the boys so as to prevent the latter from initiating activities of a similar type in the future. The representatives of the prosecution organs also gave information about the punitive sanctions provided for activities of this type and defined in the martial-law decree.

The MO Voivodship Headquarters, in consultation with the Voivodship Public Prosecutor's Office and the voivodship political authorities, made a decision to desist from referring the cases to prosecution and courts, on the assumption that punishing young people with still unmolded [political] attitudes is not a proper solution to the problem. On the other hand, broadly conceived preventive measures have been applied.

9577

CSO: 2600/737

EDUCATORS SPEAK ON 1982 SECONDARY SCHOOL GRADUATES

Warsaw TRYBUNA LUDU in Polish 16 Jun 82 p 3

[Article by Zofia Dorywalska: "Secondary School Graduates of 1982--In The Opinion Of The Teachers. What Do They Know; What Kind Of Young People Are They?"]

[Text] Secondary school graduates bid farewell to their schools--almost 180,000 young people. What do they know; what kind of young people are they? They have received their secondary school certificates but an evaluation for maturity still awaits them. An independent life will show them up.

It is still too early for a more complete summation of the results of the final examinations. On the basis of conversations with many teachers of this year's graduates, however, we can share their opinions about these young people, their hopes and concerns.

Among the many thousands of secondary school graduates, there are students of both general high schools and secondary vocational schools. They differ in the type of education but they have the same fundamentals of education in Polish, literature, history, and also the sciences. They have all taken examinations on their general preparation, which open to each of them the same choice of further study and work.

The teachers with whom I conversed unanimously state that the final examination did not disappoint expectations, though the level achieved depends on many conditions. For example, there are schools which for years have been the converging point of very talented youth. Among these are general high schools and technical high schools. There are other schools, however, in which students fight their way through each successive class with difficulty.

Let's hear from the teachers.

If the measure of maturity could be the mastering of the required knowledge in school, there would be basis for optimism. Young people have this knowledge; they often are intellectually developed beyond average levels. This is shown by their part in scholastic competitions and the results achieved in them, and also by our daily mutual contacts. Many teachers

express this opinion but, like Polish teacher Marek Kaczorowski from General High School III in Lodz, they are also filled with apprehension.

From the first grades, students treat knowledge as an implement; they learn what they will need during their higher studies and the rest they often shrug off--a passing mark is enough. There is no room for one's own interests. Perhaps for that reason, the level of written work in Polish of even the best students is average but is lacking a mark of one's own individuality, of one's own considerations based on a wider knowledge of literary texts and on a deeper, more complete knowledge. That doesn't pay off because they still won't have to take an exam in Polish in college.

Such attitudes of young people became sharply drawn especially after 1975, the teachers emphasize, when the pursuit of progress, expressed above all in the standard of living, pushed into the shadows the quality of life, based on other values. A significant part in this situation is played by the family environment--the home, of which the child became more than once a calling card. Thus, the child should have a good certificate, and parents have tried for this, sometimes unscrupulously. The rest was less important. It was best when the student did not disturb, sat quietly, and was not conspicuous.

But the school, introducing an educational system according to which one is "paid" for everything, for example for cleaning classrooms, is not without fault. The student comes to the teacher to have written in his grade book the number of hours dedicated to this activity, though previously it wasn't like that at all.

This does not mean that youth are resistant to difficulties and consistently self-seeking, say the teachers of this year's secondary school graduates, among these Barbara Tetera from the Culinary Technical High School in Lodz. On the contrary, the movement away from the humanities in schools based on the pursuit of what pays off, produces shrewdness but in the long run brings an educational fiasco. The teachers give examples. It happens that the best students drop out after the first year of higher studies, because learning ceases to interest them, and they don't see any prospects ahead of them. They ask whether it is worth it to repeat incompleting classes and lose time. A lack of training in overcoming difficulties is also a cause. During their higher studies, they must be independent and responsible for themselves; they have no one to remind them that they must go to lectures and to other classes...

The school is not an isolated environment. Just like all of society, it is living through a moral crisis, a crisis of attitudes. Youth is very critical, especially relative to adults and teachers. They can be attracted only by concrete activity, the sense of which they can see. This has its significance in social work but not only there. There are many examples showing that youth gladly assumes tasks assigned to them when they know what they have to do and who it will serve.

Teachers realize that they succeed in education when they are able to establish a close contact with students based above all on mutual trust. This is especially difficult to achieve. The unstable situation of secondary schools, especially concerning educational reform initiating liquidation of these schools, introduces in the teachers' environment a threatening atmosphere. This atmosphere is made worse by the low material status of the teacher.

"This has had its effect on the level of educational work, on the authority of the teacher, especially relative to students," points out Jerzy Lasota from the Superintendent's Office of Education and Upbringing. Many of the teachers have heard from students "why do you teach?, it isn't worth it." At the same time, the socio-political tension of recent years shows with particular force the need for a real bond between teachers and students based on a feeling of responsibility for the fate of the youth entrusted to them. This can be achieved if we do not avoid difficult problems. The school must be the place in which different points of view are discussed.

"It has been possible to convince oneself more than once that this is the right way," stresses Marek Kaczorowski, "But you have to show trust. For example, a fourth-year student did not bring me excuses for absence from classes. It was enough that he himself wrote that on that particular day he was not in school for objective reasons. And what happened? The number of excuses dropped to a minimum. Perhaps in this way mature decisions can be reached, and not by force, by orders or restrictions."

Undertaking discussion with youth on the problems bothering them requires of the teacher preparation and thus access to books, the press and other sources of information. Unfortunately, the teacher in this respect is handicapped, especially at present with the high prices of publication. Where then is he to get the substantive arguments so necessary in discussions with youth?

The evaluations on the secondary school certificates will soon be verified during the exams for higher schools. Let's repeat: adult life will treat these young people much more harshly. For this reason, it is important that schools do everything so as not to repeat mistakes, so that they develop and educate an internally richer and more knowledgeable, responsible youth.

9915

CSO: 2600/724

MINISTER MISKIEWICZ DISCUSSES HIGHER EDUCATION

Warsaw TRYBUNA LUDU in Polish 18 Jun 82 p 3

[Interview with Prof Benon Miskiewicz, Minister of Science, Higher Schools and Technology by Irena Solinska; date and place not given]

[Text] Polish higher schools are going through a very important period. The present academic year, difficult and unusual, is coming to a close, and during the 1982-83 academic year the new law on higher schools will come into effect. Thus there will be changes designed to raise the status of higher education in the life of the country. This is the topic of our conversation with Prof Benon Miskiewicz, Minister of Science, Higher Schools and Technology.

[Question] Let us begin with a brief assessment of the present situation....

[Answer] Recently, the situation in higher schools has become more stable. The academic cadre is strongly involved in teaching and research. The students have had to work harder in order to catch up with their studies which had been interrupted by the strikes, chaos, and irregularities in the functioning of the higher schools. Now the spring semester is almost over. I consider it quite an achievement that by slightly extending the academic year the students have been prevented from wasting a whole year.

We are living at a time which can be called a period of searching for new values in all aspects of our life, including higher education. Problems are numerous, so let me mention only some of them.

Until recently, there were no clearecut laws concerning the functioning of higher schools. The martial law decree and special guidelines for higher schools are only transitional laws. To me, it was of utmost importance to conclude a debate about the new law on higher schools. The law has been passed by the Sejm [Polish Parliament] on 4 May. The new law delineates the relationship between the state and higher schools, states the policy of higher schools, and defines the role and scope of their self-government. Thus the new law reflects a new stage in the development of higher education.

The second topical problem involves a comprehensive review of the academic cadre at the higher schools. This review has recently provoked quite an unnecessary outcry. Criticism was directed especially against the evaluation of

ethical, social, and political attitudes of the faculty members, but requirements have been clearly stated. One's activities must fully conform to the Constitution of the Polish People's Republic as well as the laws on higher education. I do not believe that someone who does not meet those requirements can work in the higher education system. Why, then, should one be afraid of such evaluations? During the review, one's teaching and research are also subject to evaluation, and in the case of docents and professors, their input in the training of the academic cadre is also considered.

Having carefully studied the employment policies, we have found out, for example, that not all higher schools have put enough effort into training their own cadre. Quite a number of the faculty members stop at a certain level, usually once they reach the position of an adjunct. But the proper line of development for a faculty member should be from a teaching assistant to an ordinary professor. I do not intend to fire all adjuncts, who have held their positions for over 9 years and thus overextended the time limit prescribed by law. However, if nothing is done about this problem, a segment of the Polish academic cadre may become dead wood, and thus the proper development of our higher education will be jeopardized. We also need to provide positions for new teaching assistants--exceptionally talented young people. Thus we cannot afford to keep inactive faculty members, that is, those who have not been productive in their research.

The review has met with various responses from the academic community. Some say that it is being conducted too rapidly or that it was announced too suddenly. But I wish to remind everyone that according to the old law, which is still in effect, and in accordance with the new bill which has just been passed, such reviews should take place regularly. Some higher schools have ignored this requirement and hence they may have to let many persons go.

[Question] A large portion of the academic community are students. What new developments can they expect in the nearest future?

[Answer] Considerable attention has been devoted to the implementation of a new student financial aid system. There are two proposals: one sponsored by the Supreme Council of the Socialist Union of Polish Students [SZSP], the other sponsored by the Ministry of Science, Higher Schools and Technology. They differ both in their approach to the objectives and forms of student financial aid.

The Supreme Council's firm stand is as follows: the state should continue to subsidize higher education within affordable limits. The Ministry's proposal introduces a whole new approach, that is, the state, parents, and students themselves should share the cost of higher education. The instruction and materials necessary in class instruction would continue to be offered free of charge, while students from poor families would receive housing and meal supplements. Other means of support would be available through a financial contract between a student and the state. In other words, cash payments would be available in the form of student loans paid back after graduation.

This proposal is based on educational principles. It is meant to encourage young people to be better students, for if one graduates summa cum laude, the loan will be written off. If one graduates with a very good grade point average, the loan will be reduced by 75 percent, while a good grade point average would mean a 50 percent reduction in loan payments. This system would also teach young people how to save and be economical during the difficult period in the life of our country. So far, student financial aid has been perceived mainly as a reward for the mere fact of being a student.

The Ministry's proposal has been sent to chancellors so that faculty and students, who are familiar with the proposal of the Supreme Council of the SZSP, could express their opinions. If a difference of opinion persists, I plan to suggest that several large industrial producers express their views on the matter, since it is they who directly subsidize the student financial aid.

It is urgent to develop educational methods at higher schools. When we now talk about the basic duties of university teachers, we must especially emphasize their responsibility to guide students and to work with them, so that the students would be protected against consequences of irresponsible actions. I regret to say that at our higher schools there are forces which strive to involve students in such actions. Therefore it is of utmost importance for all university teachers--the true friends of the students and their real educators--to become committed to educating these young people.

We want to bring many of the issues to completion before the new academic year begins, so that we can get out of the way those issues which are a source of either concern or sensationalism in the academic community. We then hope to begin an unequivocal, constructive work as educators, teachers, and researchers. This can occur only when the guidelines for self-government of every higher school are established. I believe that the self-government is to support the chancellor, deans, and department heads so that they can most thoroughly carry out the responsibilities placed upon their schools. By the same token, self-government should not be taken to mean that order can give way to chaos. The higher schools have been requested to submit their statutes defining their identity and unique features. The statutes should be presented for approval as soon as possible.

[Question] The results of the work of some of the higher schools have met with a rather critical response from society. At the same time, there is optimism in talking about the significance of the new law on higher schools, which will allow for a more thorough utilization of the considerable potential of the higher education....

[Answer] Fighting various difficult obstacles, one must strive decisively to raise the status of the higher school. At the same time, we cannot ignore questions such as: Does Poland need so many higher schools? Is the distribution of the schools accurate? Are various problems, including the decentralization of the cadre and equipment, not detrimental to the general well-being of the higher education?

If a higher school is to enjoy a good reputation, it must have its own identity which is determined mainly by the quality of its academic cadre. It is absolutely necessary to raise the prestige of the cadre, especially of the professors. The prestige is also dependent upon the work of the higher schools in various areas, or their ability to perceive what is most important and urgent in the life of a region or the entire country and to respond quickly to those needs. The schools are beginning to face the need to develop new ties with the economy and the national culture and to verify their research interests. The economic reform requires that researchers concentrate on projects which would help get the country out of the present crisis as soon as possible. A certain slump in initiating new ties with the economy should be considered a transitional stage, but at the same time the current situation should mobilize the higher education to seek out new research projects.

We will abandon the previous methods of supervising the higher education, for those methods have not been accepted by the academic community. The Ministry intends to provide inspiration, initiatives, and recommendations. The administrative methods will be limited to the absolutely bare minimum. According to the new law, the institutions of higher learning are state enterprises, hence the state--through the newly-passed law--has the prerogative to influence the main aspects of the functioning of the higher schools. But this prerogative will be executed only through a process of thorough consultation with the interested parties, especially the self-government of the higher schools and the Main Council for Science and Higher Schools.

In order to allow for good relationships with each school, it is necessary in every academic center to hold discussions on the methods of implementing the new law on higher schools. This law is still another evidence of the authorities' appreciation for and deep trust in the academic community. I am glad that a great majority of the schools perceive the law this way. The law guarantees a degree of self-government, it is based on a proposal endorsed by the society, and it limits the prerogatives of the ministries supervising the schools to only those which are necessary to carry out duties written into the Constitution. It is hoped that the academic community, so crucial in developing the culture and influencing the public opinion, will take advantage of the privileges in order to shape a better tomorrow of our country.

9852

CSO: 2600/726

RURAL YOUTH UNION VICE CHAIRMAN INTERVIEWED

Warsaw TRYBUNA LUDU in Polish 14 Jun 82 p 3

[Interview with Stanislaw Krotoszynski, vice chairman of the Main Board of the Rural Youth Union [ZMW] by Bernard Figiel; date and place not specified: "To Change the Countryside and Self"]

[Text] We are talking about rural youth problems with Stanislaw Krotoszynski, vice chairman, Main Board of the Rural Youth Union [ZMW].

[Question] In their utterances, many ZMW activists emphasize that the Union's greatest strength is the independence of its activity. What is it actually based on?

[Answer] In speaking of independence, I have in mind independence in relation to adult political life forms and state institutions. It is not supposed to be an agitational slogan nor a form of political coquetry; independence is a guarantee of the authenticity of the Union.

In undertaking cooperation with the PZPR and ZSL we are open to the influences of both of these parties, however, our goal is the active presentation to them of our ideas and way of thinking. Thus, we achieve our aims of expressing ourselves in our own name without plenipotentiaries or advocates. We appear in defense of the interests of our group and the peasant class' interest.

Without Priority By Virtue of Youth

[Question] Let us return, however, to prosaic reality. There is a mass of unresolved problems in the countryside...

[Answer] One cannot constantly oscillate within the compass of diagnosis and forever shed tears because of the social injustice done to the countryside. The diagnosis is generally known and it is now time for therapy. We know that the political existence of ZMW in the countryside is based on its utility, and that it will be verified by the sensibleness of its activity. Insofar as the gradation of problems with which the countryside struggles is concerned, the most important are the economic ones which the Union itself will not be able to resolve, although it wants to cooperate in their resolution. We initiate forms of socio-economic and vocational action already

verified in the Union. In cooperation with voivodship centers and other partners we raise the level of agricultural education and expertise. We equip all voivodship boards with film projectors purchased with common funds, and last winter films on agricultural subjects were shown in many villages. There are not many ZMW circles that would not undertake socially useful works, including the construction of public buildings, clubs and community centers. First of all, however, we want to come into being as a socio-cultural movement in the countryside.

[Question] What else will the countryside gain from the ZMW's existence?

[Answer] One thing certain is that not one additional tractor, or single sack of fertilizer, or even pitchfork will be obtained as a result of the organization's activity in the countryside. However, it is highly probable that the cooperative work of country youth organized by us, which is currently based on services, will in the future undertake production on an appropriate scale of that which is most needed.

Our main task, however, is filling in the spiritual void in the countryside, pulling it out of its lethargy, organizing youth for social activity for the countryside, the country and itself. We are striving toward having the ZMW become a movement of social service hence, our devotion to organized work. The countryside will benefit from the existence of the ZMW when the ZMW is instrumental in improving life in the countryside, when it brings life to community and village culture centers, playing fields and stadiums.

[Question] Is it really in this that you see the separateness of country youth interests?

[Answer] In essence, yes. This is the result of our union philosophy. First of all it states that generation problems or the problems of the so-called young generation in general are a myth because they do not have an intergroup denominator. Secondly, we oppose the nerve-racking confrontation of youth's interests with the interests of the rest of society, wherein youth appears almost as a human sub-species. In our opinion, the economic situation of our country prompts a search for ways "on how to help one's self" and not of methods of how to wring out the most. Of course, consistent with its calling, a socialist state ought to protect the weakest including those beginning adulthood, by surrounding them with a social screen. However, that screen should not free them from thinking about themselves and not make state residents and boarders of young people.

We consider a demand for priority in virtue of youth as worthy of sympathy, and for example, that a young farmer should always get a regulated machine without asking about the social utility of such a decision. The task of our union is to do everything so that as many young people as possible will be morally qualified for the kinds of privileges that mark the best social and economic earning capacity. Therefore, if we speak of safeguarding the interests of rural youth, we have in mind nothing more than justice.

[Question] However, those most active continue to leave for the cities. Who should concern himself with agricultural production if youth is on the lookout for easy jobs?

[Answer] That's right. They are after easy jobs. There are two remedies--first, make jobs hard, and second--something we are for--make jobs in agriculture equally easy.

A Decision by Choice

In our opinion, what determines the attractiveness of an agricultural career is primarily the durability of a career prospect, the profitability of farming, and the possibility of benefitting from civilization's attainments in the area in which one lives. The first of these elements clearly requires no investment but the results it creates are enormous. It is exactly what is needed in our difficult times. Moreover, it was politically declared in the manifesto of the Polish Committee of National Liberation [PKWN]. Only the consequences are what matter now. Therefore, we do not understand people who furtively steal away from the problem of constitutional guarantees for family farming. Society must finance the two remaining elements. The briefer the debate on this matter the better, the longer, the worse.

[Question] What is your attitude with respect to the socialized economy?

[Answer] Even during the period of the memorable campaign against State Farms [PGR] and cooperatives, the Union, uniting in the main youth from individual farms, showed caution and realism in this matter. All we recommended was a proposal to treat all sectors equally and to initiate a reform of agriculture that would trigger efficient farming mechanisms and an objective evaluation of the results.

We treat all sectors in agriculture not as coexisting but as complementary, contrasting themselves to modelling ideological discriminants, according to which agriculture was divided into "futuristic" and "assigned for liquidation" groups. On numerous occasions we brought up the subject of the living and working conditions of young people working in socialized sectors pointing out serious neglects in that area, and expressed our desire to cooperate in their liquidation. There is far too much that links rural youth, to go looking for what differentiates it internally.

[Question] In your organization's program of action a great deal of attention is devoted to raising the status of the young farmer family. Why?

[Answer] As it turns out in practice, family upbringing and social functions cannot be replaced even by the best of schools and organizations. We perceive the dominant source of the moral crisis in the depreciation of that fact. In rural circumstances, most of the upbringing responsibilities fall on woman's shoulders, who in addition to them, manages the household as well as works in the field.

The prospect of such a burden prompts fewer and fewer rural girls to remain in the country, and young farmers find it more and more difficult to find a candidate for marriage. Therefore, to the extent it can do so, the Union would ease the lot of a farm woman and help farm girls to acquire an education and qualifications that would prepare them for the role of mother and rural housewife. This is done by ZMW girl councils that, among others, organize rural playgrounds, courses in cooking, styling and sewing, and the rural consumer protection movement.

We Want To Be A Partner

[Question] The 9th Plenum of the PZPR Central Committee which is to be dedicated to problems of the young generation is to take place soon. What do you expect after that discussion?

[Answer] One has to tell oneself clearly that the plenum will not resolve all of the aggravated problems of young Poles. That requires time. On the other hand--for me personally--it is essential for the party to state its position relative to--first of all--the diagnosis of what happened: why did the protest by young people take on the dimensions it did after August? Why have so many young people turned away from true socialism? Secondly--an answer to the question of how to turn many young people away from their attitude of confrontation and strife, and to psychologically unblock others to receive realistic arguments. Thirdly--the presentation of ideological and moral arguments that confirm the universal attractiveness of socialist ideals even in today's difficult times. Fourthly--a definition of the principles of the party's policy toward youth organizations so that they do not lose their credibility and can be an effective spokesman of the interests of young people concentrated in them.

10433

CSO: 2600/722

WORK ON TEACHER'S CHARTER EXECUTIVE ACTS UPDATED

Warsaw GLOS NAUCZYCIELSKI in Polish No 16, 30 May 82 p 10

[Text] Receiving many inquiries concerning the Teacher's Charter executive acts, the Ministry of Education presents the following information on the status of work related to these acts.

The law contains 33 authorizations to issue executive acts, of which 27 will be issued by the Minister of Education, 3 by the Minister of Health and Social Welfare, and 1 regulation will be issued by the Ministry of Labor, Wages, and Social Affairs.

As of 14 May of the current year, the Ministry of Education has prepared 32 drafts of executive provisions, of which the following have been issued: the directive of the Minister of Education concerning specific cases of crediting employment periods which entitle teachers to receive a longevity allowance, and the general principles of payment of allowances, as well as guidelines pertaining to the application of some of the Charter's resolutions.

After inter-Ministry coordination, a draft of a directive of the Minister of Education concerning additional tasks for teachers who are entrusted with executive positions was sent for approval to the Education Commission of the Sejm of the Polish People's Republic [PRL]. Within a very short time, after inter-Ministry coordination, the following drafts will be sent for approval to the Education Commission of the Sejm of the PRL: the order of the Minister of Education concerning positions in organs of state administration and in other school supervisory organs which require pedagogical competence; concerning the principles of performing pedagogical supervision and the extent of duties and rights of teachers who perform pedagogical supervision; directives: concerning the implementation of the obligatory workload of teachers also in the evening hours; concerning the granting to teachers permission to accept additional teaching assignments; concerning the housing allowance for teachers; concerning the additional housing space for teachers; concerning the granting of leaves, exemptions, and benefits to teachers for the purpose of study or for other important reasons.

The following draft directives have been prepared for inter-Ministry coordination: concerning the basic conditions which are indispensable for the implementation of instructional, educational, and guidance objectives by schools

and teachers; concerning the norms of employment of teachers-school librarians; concerning reports on instructional and educational activities of a teacher which are implemented within the limits of the basic compensation as well as those for which additional compensation is received; concerning the granting of reductions in the obligatory workload to teachers who are entrusted with executive positions in schools; concerning the obligatory workload of teachers who are not mentioned in Article 42, Paragraph 1; concerning the principles of granting permission for overtime work to some teachers whose obligatory workload has been reduced; concerning the detailed principles, conditions, and procedure of acquiring degrees in fields of professional specialization; concerning the principles of distribution of the special fund for awards for teachers; concerning the awarding of the Honorary Title of "Meritorious Teacher of the Polish People's Republic"; concerning the awarding of the National Education Commission Medal; concerning the activity of disciplinary commissions for teachers.

After inter-departmental coordination in the Ministry of Education, the working team has accepted, and recommended for inter-Ministry coordination, the following draft directives: concerning reports on difficult and burdensome work conditions and the principles of payment of additional compensation by virtue of the above; concerning the principles of compensating for instructional and educational activities performed on off-work days.

Of the remaining four drafts of the Charter's executive acts, which are to be prepared by the Ministry of Education, substantial progress has been made in the work on: the resolution of the Council of Ministers concerning the scale of the basic compensation, extra compensation, compensation for extra hours, and the principles of classifying and granting extra compensation to teachers; the resolution of the Council of Ministers concerning the amount of bank credit available to teachers; the resolution of the Council of Ministers concerning the organization of social services. Drafts of these acts will be prepared by 10 June of the current year.

Work on the definition of the principles of cooperation of the state administration with teachers' professional unions will be undertaken after the restoration of the activity of professional unions.

9577

CSO: 2600/735

PRESS CONFERENCES HIGHLIGHT YOUTH, EDUCATION

Higher Education Minister Miskiewicz

Warsaw SZTANDAR MLODYCH in Polish 23 Jun 82 p 2

[Article: "Problems of Higher Education"]

[Text] A meeting with Polish and foreign press, devoted to problems of learning and higher education in Poland, took place on 22 June 1982 in the Press Center at the Ministry of Foreign Affairs (MSZ). Prof Benon Miskiewicz, Minister of Science, Higher Schools and Technology, answered the journalists' questions; Jerzy Urban, the government spokesman, was also present.

Prof Miskiewicz stated that Polish higher schools educated over 417,000 students, 360,00 of whom are in schools which are under the supervision of the Ministry of Science. The minister reminded journalists that the time of student enrollment is coming near. A total of 54,500 freshmen will be admitted. This number is slightly smaller compared to the previous year. The difference could be explained, according to the Minister--by looking at the employment market. For example, this year limits on admissions to higher technical schools were lowered, since there is less demand for engineering cadres.

Speaking of the new law on higher schools, which will go into effect at the beginning of the new academic year, the Minister reminded the journalists that right now, while martial law is in effect, higher schools function on the basis of directives for studies and for work at school, which were prepared for this period.

As far as the inspection of the teaching cadre is concerned, which is taking place in higher schools now, the Minister stated that this inspection pertains to the norms defined in the old, as well as the new law; the main issue here is a determination of the suitability of the cadre in the area of educational and research needs at higher schools. Social and moral attitude of the employees will also be evaluated. As the Minister pointed out, the person disagreeing with the resolutions of the Polish People's Republic's (PRL) Constitution and with binding social norms should not be

allowed to work in the Polish educational system. These issues do not cause any doubts in the academic environment, according to the Minister. However, some doubts are expressed concerning firing employees who do not show any development in the area of their own research activities. If a university teacher does not base his lectures on his own research--there is practically no difference between him and high school teachers. Such employees should be allowed to work in high schools. Those higher schools which systematically conduct this kind of inspection have no need to do it at this point.

Concerning questions pertaining to the social situation of students, the Minister informed the press that a new system of scholarships is being worked out. It is based on the premise that during the time of this crisis students cannot be supported solely by the state. We want to divide this burden equally among the state, students, and their families. Thus, scholarships of various amounts are foreseen, depending on students' resources. The qualifying minimal income of students to receive subsidies will be increased. A system of student loans will also be introduced; the loan will be paid off to the state after completion of the studies. Introduction of a new principle is considered, according to which, if the student graduates with the grade of "excellent" or "very good"--his financial obligations toward the state will be extinguished in full; if the student graduates with the grade of "good"--his debt will be decreased by 75 percent. "We also want," the minister said, "to make commonplace awards of large sums for scholars. The sums will be awarded by faculty senates to the most talented students, in order to ensure for youth the best conditions to acquire knowledge.

Ministers Ciosek, Jablonski

Warsaw SZTANDAR MŁODYCH in Polish 24 Jun 82 pp 1, 2

[Article by Jerzy Oseka: "The Government's Point of View--Conditions of a Start in Life for Youth"]

[Text] A press conference concerning the government program for helping youth get a good start in life (including professional life) was held 23 June 1982. The conference was chaired by the government spokesman Jerzy Urban and included Stanislaw Ciosek, Minister and Secretary of the Socio-Political Committee of the Council of Ministers; Wladyslaw Jablonski, First Lieutenant Chairman of the Planning Commission of the Council of Ministers; and representatives of the boards of youth organizations.

In his introduction to the discussion, Mr Ciosek emphasized that the Party, as well as the government, is conducting intensive work concerning the start in life for the younger generation. In the past, the demand for consumer goods have significantly increased. This, however, was not connected to the capacity for its fulfillment. This resulted in the present feelings of disappointment and disillusionment, especially among young people. We cannot, therefore, solve the problems of youths--by creating new illusions, such as

building a new Japan or a new Poland. Today we need a program which is based on reality, which would also put an end to pessimistic feelings expressed sometimes. After all, we do have some trump cards.

Mr Jablonski described the accomplishments of the governmental group which prepared a report on the conditions under which young people get a start in life. The report elaborates short and long-range objectives which are based on the controversial principle that youth should be given priority treatment in some areas. However, this principle should not mean that the young people will be given charity. The debt should be returned by youths with their work input. This program is based on a realistic assessment of the economic situation in the country. Another advantage of this program is that it is tied to short- and long-range socio-economic planning. The Council of Ministers has approved the main direction of the program with its emphasis on problems in getting housing, employment, adequate salary, and on the issue of youth participation in self-government activity. Below, we publish selected excerpts of the interesting conversation which developed between the journalists and the invited guests:

[Question] What about the matter of priorities for a young family?

Mr Jablonski: "Nurseries and kindergartens have their place in this plan. Investments which have been started, will be implemented at a quicker pace. Assignment of 30 percent of the general expenditures for these causes will constitute a significant improvement. However, solutions should be sought not only in the area of investments, but also in other areas. Supplying goods for children in 1982 is covered in the operational program. This program is being implemented correctly. Indicators of individual consumption of clothing, shoes, etc., are higher in the program than during the period before the crisis. We see an increase in the supply in the operational plans, as well as in the mechanism of the reform. A significant progress is seen as early as in 1983."

[Question] Little has been said about doing away with formal barriers for promotions for youth and about their participation in governing.

Mr Ciosek: "The government has paid attention to the conditions for the start in life for the youth and material conditions for starting a family, as well as a professional career. Afterwards, general rules of the game apply to the youth as well. The division on talented and less talented, courageous, wise, etc., has to be taken under consideration. Previously, "the key" was applied, but now, the process of democratization is going on and young people have to show what they can do on their own. If, however, there are formal impediments, we will remove them."

[Question] The program mentions easy loans for apartment construction. What specifically does it mean? How much cash does one need to build a house?

Mr. Jablonski: "There is a first draft of regulations concerning these matters. We are concerned with long-term-low-percentage-rate loans. The loans would have to be adjusted to real prices and this is the area beset by

myths and legends. Your own minimal cash input would be 10 percent of the face value. Since getting an apartment is not only a young family's problem, but also the problem of the young people's loved ones, this source should also be tapped. It is not easy to gather cash, and that is why we want to tie income to work efficiency and create chances of additional income."

[Question] Can a young person, burdened by loans for young married couples (for an apartment, for higher studies) manage, won't the loans eat him up?

Mr Urban: "If we want to achieve food self-sufficiency, we have to help with practical activity. Population in rural areas gets older and older, on whom can we count? We need programs helping develop a means of production, a whole set of activities."

Krzysztof Pietraszkiewicz, member of the Executive Committee of the Supreme Council of the Socialist Union of Polish Students (SZSP): "There are doubts concerning projected loans for education. The idea is faulty, it hits the weakest groups. Already today 52 percent of the students in high schools are children of white-collar workers."

Mr Urban: "According to the project, loans for students in higher schools are meant only for the needs over and above the basic needs. The idea behind the project is to divide the cost of living during higher studies among the state, the student, and well-to-do families of students. The principle is probably correct, however, the forms of application should be discussed."

[Question] The program is correct, but, like the loans for young married couples, it could be found difficult to operate. All kinds of limitations may be introduced...

Mr Jablonski: "In practice, coupons have the same value as money. They are simply a reflection of the unbalanced economy. But loans have to find their equivalence in the amount of goods available, otherwise they make no sense. The program explains how to ensure the availability of specific goods for young families. First of all manufacturing has to increase, but right now this is lacking."

Kazimierz Dzienio, Director of a Team in the Planning Commission of the Council of Ministers: "The principle of preferential treatment for rural youth in agricultural and educational faculties was adopted. It is enough for them to pass the entrance examination to be admitted. Up to now one-third of the students in the Agricultural University of Warsaw came from Warsaw itself. This is a waste of human potential. Registration according to the new rules will be implemented as soon as the 1983-1984 academic year."

Waldemar Swirgon, Chairman of the National Board of the Rural Union (ZMW): "There has to be a new economic plan for agriculture. Just as, for example, the one for the mining industry, otherwise we will still be dealing with half-measures. A partial solution can be found in the governmental program. We need radical solutions for sub-sector flow on behalf of agriculture. We reject the idea of preferential treatment, an equalizing system is what

is needed. Mr Dzienio spoke about preferential treatments. Unfortunately, registration based on it was not accepted in the educational faculties, where the situation in relation to rural areas is really bad.

We fought for youth cooperatives and we won. Right now, however, they need to be separated from centralized state cooperatives. Bank loans are modern solutions and they should be used to this end. It is impossible to extinguish them depending on the place of employment. However, the state has to ensure implementation of such loans and materials for creating employment in agriculture."

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CSO: 2600/731

BRIEFS

FOREIGN CITIZENSHIP--In the last 10 years about 43,000 of our citizens working abroad [in Western Europe] have requested cancellation of their Yugoslav citizenship; about 32,000 of these requests have been granted. It is unfortunately not known how many of the remaining 11,000 whose requests were not granted have acquired foreign citizenship. From 1972 to 1980, 28,266 of the approximately 631,000 Yugoslav citizens working in West Germany received German citizenship. From 1964 to 1980, 10,133 of the approximately 72,000 Yugoslav citizens working in France received French citizenship. Between 1961 and 1980, 9,959 of the approximately 42,000 Yugoslav citizens in Sweden received Swedish citizenship. Of course, a considerable number of these decided to hold dual citizenships in both Yugoslavia and their adopted country. [Excerpt] [Zagreb DANAS in Serbo-Croatian 8 Jun 82 p 23]

'PROTESTS, PRIVILEGES' IN ARMY--At the 12th LCY Congress delegate Lambe Mihajlovski said "We must continue to oppose enemy action in general, but within the army and toward the army especially, by strengthening all parts of our moral-political force...." Specific negative phenomena in society also affect the army and some [of these phenomena] are being tried and consciously brought into our units which can endanger the discipline and moral stability of units, Mihajlovski thinks. [He said that] although it has not become widespread, we note an increased number of cases and forms of protestation and privileges in the army. Regardless of the fact that these are individual cases and so-called small privileges, we believe that this is a very sensitive matter for our army, considering its character, nature, and tradition, as well as the trust which the working class and people feel toward the army. He said, young people are critical when it is a question of various irregularities and weaknesses in society, but at the same time they are "users" of various privileges. They accept the relationship of favoritism among recruits, seek to do their military service in larger garrisons near or in their place of birth, ask to serve in easier branches, and seek assignment to easier duties, using prominent relatives, friends, and other connections for this. [Excerpt] [Belgrade KOMUNIST in Serbo-Croatian 9 Jul 82 p 2]

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